

**THE CORRELATION BETWEEN SELF-
ESTEEM, UNIVERSITY COMMITMENT AND
ACADEMIC PERFORMANCE AMONG
UNDERGRADUATE STUDENTS AT THE
FINAL YEAR OF THEIR DEGREE**

Wael Sahdo Kharsah

MASTER OF SCIENCE

UNIVERSITI MALAYSIA PAHANG



SUPERVISOR'S DECLARATION

I hereby declare that I have checked this thesis and in my opinion, this thesis is adequate in terms of scope and quality for the award of the degree of Master of Science at the Centre for Modern Languages and Human Sciences.

(Supervisor's Signature)

Name of Supervisor : DR. FATMAWATI BINTI LATADA

Position : SENIOR LECTURER/ HEAD OF SOFT SKILLS

Date :



STUDENT'S DECLARATION

I hereby declare that the work in this thesis is based on my original work except for quotations and citation which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Malaysia Pahang or any other institutions.

(Author's Signature)

Full Name : WAEL SAHDO KHARSAH

ID Numb : MBC14001

Date :

THE CORRELATION BETWEEN SELF-ESTEEM, UNIVERSITY COMMITMENT
AND ACADEMIC PERFORMANCE AMONG UNDERGRADUATE STUDENTS
AT THE FINAL YEAR OF THEIR DEGREE

Wael Sahdo Kharsah

Thesis submitted in fulfillment of the requirements
For the award of the degree of
Master of Science

Centre for Modern Languages and Human Sciences
UNIVERSITI MALAYSIA PAHANG

2017

Dedication

To

My Dear Mother and Father

In Recognition of Their Worth, Love, and Respect

As Well This Thesis is Dedicated to My Lovely Wife WAED and Our

Loving Son SAAD AL DEEN

AND

Loving daughter MASAH

For Their Unending Moral Support and Encouragement

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation to all individuals whose contributions made the completion of this thesis possible. First and foremost, my appreciation and gratitude go to my supervisor, Dr. FATMAWATI BINTI LATADA for her scholarly guidance, assistance, tireless devotion and encouragement throughout my studies.

Dr. FATMAWATI's contribution and support were critical in the completion of this thesis.

My special thanks goes to my friend ZAIMI BIN ZAHARI and his wife NOR ASHIKIN BINTI DOSAN for their support.

I would like to extend many thanks to all of my family members, especially my father and my mother for their prayers, love and support while I was pursuing my passion for learning.

I am also grateful to my wife for her sacrifice, patience, and understanding. These two years would not have been the same without you and I look forward to celebrating our successes together.

Finally, I would like to express my heartfelt appreciation to Prof. Dr. MUHAMMAD NUBLI BIN ABDUL WAHAB who had encouraged me throughout my studies in my Masters degree course.

Wael SAHDO KHARSAH

TABLE OF CONTENTS

DECLARATION	
TITLE PAGE	
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
ABSTRAK	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS	xi

CHAPTER 1 INTRODUCTION

1.1	Introduction	1
1.2	Background of the Study	1
1.3	Statement of the Problem	3
1.4	Purpose of the Study	4
1.5	Objectives of the Study	4
1.6	Research Questions	5
1.7	Hypotheses	5
1.8	Limitation of the Study	5
1.9	Significance of the Study	6
1.10	Conceptual and Operational Definitions of Central Terms	7

CHAPTER 2 LITERATURE REVIEW

2.1	Introduction	9
2.2	Nature and Source of Self-Esteem	9
2.2.1	Self-Esteem and Academic Performance	12
2.3	University Commitment and Academic Performance	16
2.4	Self-Esteem and University Commitment	21
2.5	Theoretical Framework	23
2.6	Summary	29

CHAPTER 3 RESEARCH METHODOLOGY

3.1	Introduction	31
3.2	Research Design	31
3.3	Variables	31
3.4	Participants	32
3.5	Research Instruments	34
3.5.1	The Rosenberg Self-Esteem Scale	34
3.5.2	University Commitment Scale	34
3.6	Validity of the Research Instruments	36
3.6.1	Self-Esteem Validity	36
3.6.2	University Commitment Validity	36
3.7	Reliability	37
3.8	Data Collection Techniques	37
3.9	Data Analysis	38
3.10	The Pearson Product-Moment Correlation	38
3.11	Conceptual Framework of the Study	38

3.12	Summary	41
------	---------	----

CHAPTER 4 RESULTS AND DISCUSSION

4.1	Introduction	42
4.2	Measurement Instruments	42
4.2.1	Self-Esteem Scale	42
4.2.2	University Commitment Scale	43
4.2.3	Students' Performance Scale	43
4.3	Statistical Procedures	44
4.4	Results and Discussion of Hypothesis 1	45
4.5	Results and Discussion of Hypothesis 2	46
4.6	Results and Discussion of Hypothesis 3	47
4.7	Discussion	48
4.7.1	The Correlation between Self-Esteem and Academic Performance	48
4.7.2	The Correlation between University Commitment and Academic Performance	49
4.7.3	The Correlation between Self-Esteem and University Commitment	51
4.7.4	The Discussion of Maslow's Theory	53
4.8	Regression Analysis	55
4.9	Summary of Findings	58

CHAPTER 5 CONCLUSIONS, RECOMMENDATIONS

5.1	Introduction	60
5.2	Empirical Investigation	61

5.3	Summary of the Findings	61
5.3.1	Demographic Variables	61
5.4	Conclusions of the Study	61
5.4.1	Self-Esteem and Academic Performance	61
5.4.2	University Commitment and Academic Performance	62
5.4.3	Self-Esteem and University Commitment	62
5.5	Limitations and Suggestions for Further Research	63
5.6	Recommendations	67
5.7	Summary	68
REFERENCES		69
APPENDICES		
I	Student Self-Esteem and University Commitment Questionnaires	77
II	Student Questionnaire	78
III	Davis University Commitment Scale	79

LIST OF TABLES

Table 1.1	Maslow's Types of Needs	24
Table 3.1	Target Population and Study Sample of Participant's Gender	33
Table 3.2	Psychometric Properties of Allen and Meyer's Organisational Commitment Scale	36
Table 4.1	Correlations between the Predictor Variable (Self-Esteem) and the Criterion Variable (Academic Performance).	45
Table 4.2	The Correlation between University Commitment and Academic Performance of Undergraduate Students at the Final Year of Their Degree	46
Table 4.3	The Correlation between Self-Esteem and University Commitment of Undergraduate Students at the Final year of Their Degree are Presented and Discussed in Table 3	47
Table 4.4	R Square of Linear Regression for the influence of Self-Esteem towards students' academic performance.	55
Table 4.5	Analysis the Unstandardized and Standardized Coefficients of Linear Regression for the influence of Self-Esteem towards students' academic performance.	55
Table 4.6	R Square of Linear Regression for the influence of University Commitment towards students' academic performance.	56
Table 4.7	One-Way ANOVA summary table for the influence of University Commitment towards students' academic performance.	57
Table 4.8	Analysis the Unstandardized and the Standardized Coefficients of Linear Regression for the influence of University Commitment towards students' academic performance.	57
Table 5.1	Means and Standard Deviations of Students' GPA and Gender	65
Table 5.2	Means and Standard Deviations of Students' Self-Esteem and Gender	65
Table 5.3	Means and Standard Deviations of Students' University Commitment and Gender	66

LIST OF FIGURES

Figure 2.1	conceptual framework on the Relationship between Self-Esteem, University Commitment and Academic Performance	21
Figure 2.2	Maslow's Hierarchy of Needs Pyramid	25
Figure 3.1	Participants' Intention to Further their Studies	33
Figure 3.2	Conceptual Framework on Correlation between Self-Esteem, University Commitment and Academic Performance	40
Figure 5.1	Students' Hierarchy Pyramid Needs	53

LIST OF ABBREVIATIONS

GPA	Grade Point Average
OC	Organisational Commitment
RSES	Rosenberg Self-Esteem Scale
SE	Self-Esteem
UC	University Commitment
IMS	Integrated Management System

THE CORRELATION BETWEEN SELF-ESTEEM, UNIVERSITY COMMITMENT
AND ACADEMIC PERFORMANCE AMONG UNDERGRADUATE STUDENTS
AT THE FINAL YEAR OF THEIR DEGREE

WAEI SAHDO KHARSAH

Thesis submitted in fulfillment of the requirements
For the award of the degree of
Master of Science

Centre for Modern Languages and Human Sciences
UNIVERSITI MALAYSIA PAHANG

2017

ABSTRACT

Factors that affect students' academic performance are not limited to university lecturers, staff, peers, activities and the syllabus. Demographic factors such as family background, as well as students' self-esteem and university commitment affect academic performance. Thus it is very important to reveal how students' self-esteem and students' university commitment are related to students' academic performance. The appreciation of oneself or the lack of it, and commitment can show observable signs that could help learners to improve themselves to achieve better performance. The specific objectives of the study sought to 1- determine the relationship between self-esteem and academic performance among undergraduate students at the final year of their degree at Universiti Malaysia Pahang, 2- determine the relationship between university commitment and academic performance among undergraduate students at the final year of their degree at Universiti Malaysia Pahang, 3- determine the relationship between self-esteem and university commitment among undergraduate students at the final year of their degree at Universiti Malaysia Pahang. To achieve these three objectives, the study used the quantitative method. Participants for this study were 387 undergraduate students from Universiti Malaysia Pahang at the final year of their degree. The selected variable of self-esteem was measured using the Rosenberg Self-Esteem Scale (RSES), while university commitment was measured by using Brittany Davis's Scale (2014), which was derived from Allen and Meyer's Model (1990), and students' academic performance was measured by the university students' grade point average (GPA). The variables investigated in this research were chosen through Maslow's Theory of Needs (1954). Data was gathered using questionnaires which measured their self-esteem, university commitment, and academic performance. The scores for the level of self-esteem was obtained based on the positive items method rather than the negative items method, as well as the reliability of the Rosenberg Self-Esteem Scale improvement. The results showed: positive, significant relationships were found between self-esteem and academic performance, as well as between self-esteem and students' university commitment. By contrast, there was no significant relationship between students' university commitment and academic performance. In order to analyse the data, the Pearson Correlation Coefficient and Multiple Regression Analysis were utilised. The results from the Pearson Correlation Coefficient showed a significant relationship between self-esteem and academic performance, but no correlation between university commitment and academic performance. Furthermore, the Multiple Regression Analysis revealed that the component of self-esteem was found to be able to predict the level of academic performance, while the component of university commitment was not found to be able to predict the level of academic performance of the students

ABSTRAK

Faktor-faktor yang mempengaruhi prestasi akademik pelajar tidaklah terhad kepada pensyarah dan staf universiti, rakan sebaya, aktiviti dan silibus. Faktor-faktor demografik seperti latar belakang keluarga serta harga diri pelajar dan komitmennya mempengaruhi prestasi akademik. Maka, adalah sangat penting bagi pengkaji untuk mendedahkan bagaimana harga diri pelajar dan komitmennya kepada universiti berhubung kait dengan prestasi akademik. Wujud atau tidak wujudnya harga diri seseorang dan komitmennya dapat memberi petunjuk yang dapat diceraap dalam membantu pelajar untuk memperbaiki diri mereka untuk mencapai prestasi yang lebih baik. Objektif-objektif spesifik kajian ini ialah untuk: 1- mengenal pasti hubungan kait antara harga diri dan komitmen kepada universiti dengan prestasi akademik pelajar tahun akhir program Sarjana Muda Universiti Malaysia Pahang, 2- mengenalpasti hubungan kait antara komitmen kepada universiti dan prestasi akademik pelajar tahun akhir program Sarjana Muda Universiti Malaysia Pahang, 3- mengenalpasti hubungan kait antara harga diri dan komitmen kepada universiti pelajar tahun akhir program Sarjana Muda Universiti Malaysia Pahang. Kajian menggunakan kaedah kuantitatif bagi mencapai tiga objektif tersebut. Seramai 387 orang pelajar tahun akhir program Sarjana Muda Universiti Malaysia Pahang telah mengambil bahagian di dalam kajian ini. Pembolehubah terpilih telah diukur menggunakan *Rosenberg Self-Esteem Scale (RSES)* bagi harga diri, manakala komitmen kepada universiti diukur pula dengan menggunakan *Brittany Davis's Scale* (2014) yang diperolehi daripada *Allen and Meyer's Model* (1990). Prestasi akademik pelajar pula diukur menggunakan purata nilai gred pelajar (PNG). Pembolehubah yang diselidik di dalam kajian ini dipilih berdasarkan *Maslow's Theory of Needs* (1954). Data telah dikumpul menggunakan borang soal selidik yang mengukur harga diri, komitmen dan prestasi akademik mereka. Skor tahap harga diri diperolehi berdasarkan kaedah item positif dan bukannya kaedah item negatif, serta kebolehpercayaan pada penambahbaikan *Rosenberg Self-Esteem Scale*. Dapatan menunjukkan bahawa: terdapat hubungan kait positif dan signifikan di antara harga diri dan prestasi akademik. Begitu juga hubungan kait antara harga diri dan komitmen pelajar kepada universiti. Sebaliknya, tiada terdapat hubungan kait signifikan antara komitmen pelajar kepada universiti dan prestasi akademik mereka. Bagi menjalankan analisa ke atas data yang diperolehi, *Pearson Correlation Coefficient* dan *Multiple Regression Analysis* telah digunakan. Keputusan daripada *Pearson Correlation Coefficient* menunjukkan bahawa terdapat hubungan kait signifikan antara harga diri dan prestasi akademik, tetapi tiada hubungan kait antara komitmen kepada universiti dan prestasi akademik. Tambahan pula, *Multiple Regression Analysis* mendedahkan bahawa komponen harga diri dapat menjangka tahap prestasi akademik, manakala komponen komitmen kepada universiti tidak dapat menjangka tahap prestasi akademik pelajar-pelajar tersebut.

REFERENCES

- Ansari, B., & Qureshi, S. S. (2013). Parental acceptance and rejection in relation with self esteem in adolescents. *Interdisciplinary Journal of Contemporary Research In Business*. 4(11), 552-557.
- Arshad, M., Zaidi, S. M. I. H., & Mahmood, K. (2015). Self-Esteem & Academic Performance among University Students. *Journal of Education and Practice*. 6(1), 156-162.
- Awori, B. B. (2010). *Relationship between self-esteem and academic achievement of girls with hearing impairments in secondary schools for the deaf in Kenya*. PhD, Kenyatta University, Nairobi, Kenya.
- Azeem, S., WeiBo, Z., Kaur, S., Jun, W., Salim, M., Iqbal, J., & Nehmeh, R. (2010). Factors Affecting Organizational Commitment Among Lecturers in. *Swiss Management Center*, 4(12), 11. Retrieved from http://www.swissmc.at/Media/Ranya_Nehmeh_working_paper_052009.pdf
http://www.academicjournals.org/app/webroot/article/article1380698607_WeiBoetal.pdf
<http://www.scirp.org/journal/paperinformation.aspx?paperid=3063>
- Bagley, C., Bolitho, F., & Bertrand, L. (1997). Norms and Construct Validity of the Rosenberg Self-Esteem Scale in Canadian High School Populations: Implications for Counselling. *Canadian Journal of Counselling and Psychotherapy*. 31(1).
- Barrow, L., & Rouse, C. E. (2013). Financial Incentives and Educational Investment: The Impact of Performance-Based Scholarships on Student Time Use. *National Bureau of Economic Research Working Paper Series*. No. 19351.
- Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles? *Psychological Science in the Public Interest*. 4(1), 1-44.
- Bekirogullari, Z., Haftkhavani, Z. G., Faghiharam, B., & Araghieh, A. (2012). International Conference on Education & Educational Psychology (ICEEPSY 2012) Organizational Commitment and Academic Performance (Case Study: Students at Secondary Schools for Girls). *Procedia - Social and Behavioral Sciences*. 691529-1538.
- Bekirogullari, Z., & Rahmani, P. (2011). The 2nd International Conference on Education and Educational Psychology 2011. The relationship between self-esteem, achievement goals and academic achievement among the primary school students. *Procedia - Social and Behavioral Sciences*. 29803-808.

- Belcheir, M. J. (2012). A Description of Financial Aid Offered to New Fall 2010 Students And the Relationship to Retention. Boise, Idaho: Office of Institutional Research, Boise State University
- Bozkurt, T., Demirok, M., & Jenaabadi, H. (2014a). Studying the Relation Between Emotional Intelligence and Self Esteem with Academic Achievement. *Procedia - Social and Behavioral Sciences*. 114203-206.
- Bozkurt, T., Demirok, M., Soufi, S., Damirchi, E. S., Sedghi, N., and Sabayan, B. (2014b). 4th World Conference on Psychology, Counseling and Guidance (WCPCG-2013) Development of Structural Model for Prediction of Academic Achievement by Global Self-esteem, Academic Self-concept, Self-regulated Learning Strategies and Autonomous Academic Motivation. *Procedia - Social and Behavioral Sciences*. 11426-35.
- Bozlagan, R., Dogan, M., & Daoudov, M. (2010). Organizational commitment and case study on the Union of Municipalities of Marmara. *Regional and Sectoral Economic Studies*, 10(2), 29–57.
- Brockner, J. (1979). The effects of self-esteem, success–failure, and self-consciousness on task performance. *Journal of Personality and Social Psychology*. 37(10), 1732-1741.
- Cabus, S. J. (2015). Does Enhanced Student Commitment Reduce School Dropout? Evidence from Two Major Dropout Regions in the Netherlands. *Regional Studies*, 49(4), 599–614. doi:10.1080/00343404.2013.799760
- Cast, A. D., & Burke, P. J. (2002). A Theory of Self-Esteem. *Social Forces*. 80(3), 1041-1068.
- Coetzee, L. R. (2011). *The relationship between students' academic self concept motivation and academic achievement at the University of the Free State*. MSc), University of South Africa, Pretoria, South Africa.
- Desjardins, S. L., & McCall, B. P. (2009). The impact of Washington State Achievers Scholarship on student outcomes.
- Danvish A. Yousef (2000). Organizational Commitment as a Mediator of the Relationship between Islamic Work Ethic and Attitudes toward Organizational Change. *Human Relations* April 2000 53: 513-537.
- Davis, B. (2014). *University Commitment: Test of a Three-Component Model*. MSc), Minnesota State University, Mankato, Minnesota.

- Drey, N., Gould, D., & Allan, T. (2009). The relationship between continuing professional education and commitment to nursing. *Nurse Education Today*. 29(7), 740-745.
- DSN Chemical Transportation. (2010). How to calculate your trucking carbon footprint, (September).
- Fallis, L. B. (2013). *Political ambition and piety in Xenophon's Memorabilia*. MSc, University of Texas, Texas, United States.
- Fornes, S. L., & Rocco, T. S. (2004). Commitment Elements Reframed (Antecedents & Consequences) for Organizational Effectiveness. *Paper presented at the Academy of Human Resource Development International Conference (AHRD)* Austin, Texas.
- Fatmawati Latada. (2011). Predictors of training transfer: the mediating role of supervisor and peer support among female industrial workers in Malaysia. Unpublished PhD thesis, International Islamic University. Malaysia. Gombak. Selangor.
- Gholipour, Z., Faghiharam, B., & Araghieh, A. (2012). Organizational Commitment and Academic Performance (Case study : students at secondary schools for girls). *Procedia - Social and Behavioral Sciences*, 69(Iceepsy), 1529–1538. doi:10.1016/j.sbspro.2012.12.095
- Govindarajo, N. S., & Kumar, D. M. (2012). How to Combat Attrition? Case Study on a Malaysian Educational Institution. *International Journal of Business and Behavioral Sciences*. 2(8), 24-33.
- Hagedorn, L. S., & Ren, J. (2012). International Graduate Students' Academic Performance: What Are the Influencing Factors? *Journal of International Students*. 2(23), 135-143.
- Hall, M., Smith, K., Boeckman, D., Ramachandra, V., & Jasin, J. (2003). Why Do Students Withdraw From Courses? *Proceedings of Southern Association for Institutional Research Conference, San Antonio, TX, Oct,*
- Harris, S. L. (2009). *The relationship between self-esteem and academic success among African American students in the minority engineering program at a research extensive university in the southern portion of the United States*. PhD), Louisiana State University, Baton Rouge, Louisiana.
- Heatherton, T. F., & Ambady, N. (1993). Self-Esteem, Self-Prediction, and Living up to Commitments (In R. F. Baumeister (Ed.), *Self-Esteem: The Puzzle of Low Self-Regard* (pp. 131-145). Boston, MA: Springer US.

- Heatherton, T. F., & Wyland, C. L. (2003). Assessing self-esteem (In S. J. L. C. R. Snyder (Ed.), *Positive psychological assessment: A handbook of models and measures* (pp. 219-233). Washington, DC, US: American Psychological Association.
- H. Yahaya. (2008). Abraham Maslow : The Needs Hierachy. *Universiti Teknologi Malaysia*.
- Ibrahim, H. I. (2014). The Relationship between Job Stress, Co-Worker Support and Organization-Based Self-Esteem: A Survey across Different Occupations. *Researchers World*. 5(2), 69.
- Ishida, J. (2012). Contracting with self-esteem concerns. *Journal of Economic Behavior & Organization*. 81(2), 329-340.
- Jackman, D. M. (2012). *Self-esteem and future orientation predict risk engagement among adolescents*. MSc), Colorado State University. Libraries, Fort Collins, United States.
- Jaros, S. (2007). Meyer and Allen model of organizational commitment: Measurement issues. *The Icfai Journal of Organizational Behavior*. 6(4), 7-25.
- Jerome, N. (2013). Application of the Maslow ' s hierarchy of need theory ; impacts and implications on organizational culture, human resource and employee's performance. *International Journal of Business and Management*, 2(3), 39–45.
- Jdaitawi, M. (2015). Social connectedness, academic, non-academic behaviors related to self-regulation among university students in Saudi Arabia. *International Education Studies*. 8(2), 84.
- Joseph, E. (1997). Herzberg's Theory of Motivation and Maslow's Hierarchy of Needs. - Practical Assessment, Research & Evaluation, 5(11), 3–5.
- Joshi, S., & Srivastava, R. (2009). Self-esteem and academic achievement of adolescents. *Journal of the Indian Academy of Applied Psychology*. 3533-39.
- Kaklauskas, A., Zavadskas, E. K., Seniut, M., Stankevic, V., Raistenskis, J., Simkevičius, C., & Gribniak, V. (2013). Recommender System to Analyze Student's Academic Performance. *Expert Systems with Applications*. 40(15), 6150-6165.
- Kaptijn, R. (2009). *Assessing affective commitment in the three-component model and the two factor theory: a comparison between the theories of meyer and allen and herzberg, mausner and snyderman*. MSc), University of Twente, Enschede, Netherlands.

- Karim, N. H. A., & Noor, N. (2006). Evaluating the Psychometric Properties of Allen and Meyer's Organizational Commitment Scale: A cross cultural application among Malaysian academic librarians. *Malaysian Journal of Library and Information Science*. 11(1), 89.
- Kaur, A. (2013). Maslow's Need Hierarchy Theory: Applications and Criticisms. *Global Journal of Management and Business Studies*. 3(10), 1061-1064.
- Koltko-Rivera, M. E. (2006). Rediscovering the later version of Maslow's hierarchy of needs: Self-transcendence and opportunities for theory, research, and unification. *Review of General Psychology*, 10(4), 302–317. doi:10.1037/1089-2680.10.4.302.
- Komarraju, M., & Nadler, D. (2013). Self-efficacy and academic achievement: Why do implicit beliefs, goals, and effort regulation matter? *Learning and Individual Differences*. 2567-72.
- Kyoshaba, M. (2009). *Factors affecting academic performance of undergraduate students at Uganda Christian University*. MSc), Makerere University, Kampala, Uganda.
- Malhi, R. S. (2000). *Enhancing Self-Esteem*. New Delhi: India Research Press.
- Mart, Ç. T. (2013). Commitment to school and students. *International Journal of Academic Research in Business and Social Sciences*. 3(1), 336.
- Martha, K. (2009). Factors affecting academic performance of undergraduate students at Uganda Christian University. *Educational Management*, (December), 1–92.
- Maslić Seršić, D. (2000). An empirical test of Meyer and Allen's three-component model of organizational commitment in a Croatian context. *Review of Psychology*. 6(1-2), 17-24.
- Medallon, M. C. (2013). Faculty performance as a function of teaching goals and organizational commitment. *International Journal of Scientific & Technology Research*. 2(11), 66-72.
- Mohammed, F., & Eleswed, M. (2013). Job satisfaction and organizational commitment: A correlational study in Bahrain. *International Journal of Business, Humanities and Technology*. 3(5), 43-53.

- Mohd Mahzan Awang, Abdul Razaq Ahmad, Nora'asikin Abu Bakar, Sayuti Abd Ghani, Asyraf Nadia Mohd Yunus, Mohd Asrul Hery Ibrahim, & Mohd Jasmy Abd Rahman. (2013). Students' attitudes and their academic performance in nationhood education. *International Education Studies*, 6(11), 21–28. doi:10.5539/ies.v6n11p21
- Moynihn, L. M., Boswell, W. R., & Boudreau, J. W. (2000). The influence of job satisfaction and organizational commitment on executive withdrawal and performance. (CAHRS Working Paper #00-16). Ithaca, NY: Cornell University, School of Industrial and Labor Relations, Center for Advanced Human Resource Studies.
- Mushtaq, S., & Nawaz Khan, I. (2012). *Factors Affecting Students' Academic Performance*. 2012. Vol. 12.
- Nyameh, J., Douglas, H., Teru, S., & Titus, A. (2013). Do Motivation Drive Employee ' S Performance in Public Sector Organization ?, 5(17), 92–98.
- Okoko, W. O. (2012). *Self esteem & academic performance of students in public secondary schools in Ndhiwa District, Kenya*. MSc), University of Nairobi, Nairobi, Kenya.
- Orth, U., Trzesniewski, K. H., & Robins, R. W. (2010). Self-esteem development from young adulthood to old age: A cohort-sequential longitudinal study. *Journal of Personality and Social Psychology*. 98(4), 645-658.
- Pierce, J. L., & Gardner, D. G. (2004). Self-Esteem Within the Work and Organizational Context: A Review of the Organization-Based Self-Esteem Literature. *Journal of Management*. 30(5), 591-622.
- Poorgharib, M., Abzari, M., & Azarbayejani, K. (2013). The Relationship between Self-Esteem, Organizational Attachment, and Perceptions of Quality of Work Life in Jihad-e-Keshavarzi Organization of Isfahan. *International Research Journal of Applied and Basic Sciences*. 5(2), 255-261.
- Pullmann, H., & Allik, J. (2008). Relations of academic and general self-esteem to school achievement. *Personality and Individual Differences*, 45(6), 559–564. doi:10.1016/j.paid.2008.06.017
- Rahmani, P. (2011). The relationship between self-esteem, achievement goals and academic achievement among the primary school students. *Procedia - Social and Behavioral Sciences*, 29, 803–808. doi:10.1016/j.sbspro.2011.11.308

- Rattini, V. (2014). The Causal Effect of Scholarships Targeted at Low Income Students on Performance: Evidence from Italy. *Bologna Quaderni - Working Paper DSE No 968*. Retrieved from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2507207
- Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: A systematic review and meta-analysis. *Psychological Bulletin*. 138(2), 353-387.
- Rill, L., Baiocchi, E., Hopper, M., Denker, K., & Olson, L. N. (2009). Exploration of the Relationship between Self-Esteem, Commitment, and Verbal Aggressiveness in Romantic Dating Relationships. *Communication Reports*. 22(2), 102-113.
- Rosli, Y., Othman, H., Ishak, I., Lubis, S. H., Saat, N. Z. M., & Omar, B. (2012). Self-esteem and Academic Performance Relationship Amongst the Second Year Undergraduate Students of Universiti Kebangsaan Malaysia, Kuala Lumpur Campus. *Procedia - Social and Behavioral Sciences*, 60, 582-589. doi:10.1016/j.sbspro.2012.09.426
- Rubin, R. A., Dorle, J., & Sandidge, S. (1977). Self-esteem and school performance. *Psychology in the Schools*. 14(4), 503-507.
- Sadoughi, F., & Ebrahimi, K. (2015). Self Esteem and Organizational Commitment Among Health Information Management Staff in Tertiary Care Hospitals in Tehran. *Global Journal of Health Science*. 7(2), 328-334.
- Salmela-Aro, K., & Nurmi, J.-E. (2007). Self-esteem during university studies predicts career characteristics 10 years later. *Journal of Vocational Behavior*. 70(3), 463-477.
- Sheard, M. (2009). Hardiness commitment, gender, and age differentiate university academic performance. *British Journal of Educational Psychology*, 79(1), 189-204. doi:10.1348/000709908X304406
- Sheikh Abdullah, S. R., Osman, S. A., Mohamad, N., Rosli, Y., Othman, H., Ishak, I., & Omar, B. (2012). Self-esteem and Academic Performance Relationship Amongst the Second Year Undergraduate Students of Universiti Kebangsaan Malaysia, Kuala Lumpur Campus. *Procedia - Social and Behavioral Sciences*. 60582-589.
- Soulen, S. K. (2003). *Organizational commitment, perceived supervisor support, and performance: a field study*. MSc), University of Tennessee, Knoxville, Tennessee.

- Soufi, S., Damirchi, E. S., Sedghi, N., & Sabayan, B. (2014). Development of Structural Model for Prediction of Academic Achievement by Global Self-esteem, Academic Self-concept, Self-regulated Learning Strategies and Autonomous Academic Motivation. *Procedia - Social and Behavioral Sciences*, 114, 26–35. doi:10.1016/j.sbspro.2013.12.651
- Tiwari, V. K., Raitani, N., Girls, C. C., Maslow, A., & Needs, P. (n.d.). Performance and Evaluation of Maslow's Hierarchy Theory of Needs: current aspect, (2), 80–85.
- Tremblay, M. S., Inman, J. W., & Willms, J. D. (2000). The relationship between physical activity, self-esteem, and academic achievement in 12-year-old children. *Pediatric exercise science*. 12(3), 312-323.
- Uba, I., Yaacob, S. N., Juhari, R., & Talib, M. A. (2010). Effect of self-esteem on the relationship between depression and bullying among teenagers in Malaysia. *Asian Social Science*. 6(12), 77.
- Uçar, D., & Ötken, A. B. (2010). Perceived organizational support and organizational commitment: The mediating role of organization based self-esteem. *Dokuz Eylül Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*. 25(2), 85-105.
- Yang, J., Yang, Y., Li, H., Hou, Y., Qi, M., Guan, L., & Pruessner, J. C. (2014). Correlation between self-esteem and stress response in Chinese college students: The mediating role of the need for social approval. *Personality and Individual Differences*. 70212-217.
- Zeigler-Hill, V., Li, H., Masri, J., Smith, A., Vonk, J., Madson, M. B., & Zhang, Q. (2013). Self-esteem instability and academic outcomes in American and Chinese college students. *Journal of Research in Personality*. 47(5), 455-463.